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ABSTRACT

Project CABES (Career Advancement through Bilingual Education) was established in 1983 at Seward Park High School in New York, New York. Its major goal is to serve a population of 250 Hispanic students of limited English proficiency (LEP) interested in pursuing a career advancement sequence rather than a regular academic sequence. Project CABES encompasses five major career areas: health care, import/export, travel industry, bilingual banking, and translating and interpreting. Project CABES supplements the school's instructional program with such Title VII services as paraprofessional assistance in bilingual content-area classes, staff development activities, counseling services for Hispanic LEP students, and administrative personnel. In 1983-84, project personnel developed curriculum in economics and American history, job skills, and typing through English. Furthermore, CABES students participated in cultural activities inside and outside school, and parents were involved through advisory committees, participation in all school cultural events, and on-going visits to the program. Evaluation of Project CABES for 1983-84 showed that students achieved proposed objectives in English as a Second Language, fall mathematics courses, social studies, and career advancement classes in both semesters. Program students exceeded the proposed objective for attendance. Recommendations are offered for improvement of in-service training, meeting special student needs, and collecting student achievement data. (KH)

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SEWARD PARK HIGH SCHOOL

PROJECT CABES

1983-1984

OEA Evaluation Report

LD 0249 01

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
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Grant Number: G008302143

SEWARD PARK HIGH SCHOOL

PROJECT CABES

1983-1984

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Acting Project Director:
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A SUMMARY OF THE REPORT

Project CABES (Career Advancement through Bilingual Education Skills) is a new, three-year program at Seward Park High School. Its major goal is to serve a population of 250 Hispanic students of limited English proficiency (LEP) interested in pursuing a career advancement sequence rather than a regular academic one.

The five major career areas encompassed by CABES are: health care, import/export, travel industry, bilingual banking, and translating and interpreting. Included in the career-oriented curriculum for CABES' participants are courses in typing, employability skills, word processing, and bilingual career workshops as well as content courses in the native language (Spanish) and intensive English as a second language (E.S.L.) courses.

The project's philosophy regarding LEP students is one of accepting cultural/linguistic diversity with an emphasis on preparing youngsters to attain English proficiency and adequate job skills to enter the occupational structure of the United States. It fosters a positive self-concept through the knowledge of one's native language and culture.

All of the target students are recent immigrants, 45 percent of whom are eligible for free lunch. Only 26 percent of these students are reading on or above grade level. Its dual focus on general education in Spanish and English together with career awareness education for project students make this program different from regular comprehensive high school programs in bilingual education.

This year in addition to instructional objectives and activities, project personnel developed curriculum in economics and American history, job skills, and typing through English. Furthermore, CABES students participated in cultural activities such as the Latin American Festival, Career Day, and the C.B.S. "Adopt a School Program at Seward Park." Parental involvement consisted of periodic meetings of an advisory committee, participation in all school cultural events, and on-going visits to the program.

In addition to instructional support, services for project students included counseling, peer tutoring, and referrals to outside agencies. Staff development for project personnel entailed monthly program meetings, in-service workshops/lectures, and coursework at local universities.

Program objectives were assessed in English language achievement (Criterion Referenced English Syntax Test [CREST]); mastery of the native language (Interamerican Series, La Prueba de Lectura); mathematics, science, social studies, and career advancement sequence (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement data indicates that:

--Students tested at all levels of the CREST met the program objectives both semesters.

--Tenth-grade students demonstrated statistically significant gains on La Prueba de Lectura; eleventh and twelfth graders showed a slight decrease in scores from pretest to posttest.

--The 70 percent passing criterion in content-area and vocational courses was met overall by mathematics students in the fall, and social studies and career sequence students in both fall and spring.

--The attendance rate of program students was statistically significantly higher than that of the school population.

There were many areas of strength observed by the evaluation team. Among these were:

--concern for and dedication to project students by those working with the program;

--an environment conducive to learning (bright, decorated rooms with students' work and an open atmosphere created by teachers and paraprofessionals working with students);

--experienced bilingual paraprofessionals who had good rapport with students and a good working relationship with classroom teachers;

--an attempt on the part of teachers to learn words and expressions in the students' native language; and

--overall administrative support and pride in the project.

The following recommendations for improvement are offered by the evaluation team:

--In-service training should be provided for both program and non-program personnel pertaining to language use and attitudes, cultures in contact, and E.S.L./bilingual instructional strategies.

--The paraprofessionals should be utilized more fully in terms of offering individual and small-group instruction beyond their present role as translators from English to Spanish in the content-area classes. A tutorial learning center might be created to assist program students with special needs in a given area of the curriculum.

--The program should provide data for all student achievement and non-instructional objectives proposed in order to facilitate the evaluation.

--The native language arts classification of some CABES participants might be changed to some more neutral term to avoid labeling this sub-group in a way which students may perceive as stigmatizing.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. She has been assisted by Ida Heyman, who has interpreted findings and integrated material into reports. Barbara Shore has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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SPANISH BILINGUAL PROGRAM
(CABES)

SEWARD PARK HIGH SCHOOL

Location:	350 Grand Street New York, New York 10002
Year of Operation:	1983-84, first of three years
Target Language:	Spanish
Number of Students:	250
Principal:	Dr. Noel N. Kriftcher
Project Director:	Ms. Alma C. Terrana

I. CONTEXT

Seward Park High School, the home of Project CABES, is in the heart of the Lower East Side of Manhattan. The neighborhood has many turn-of-the-century buildings that are vacant and dilapidated. Factories abound. On the western fringe, there is a bustling commercial district with an array of ethnic restaurants and numerous wholesale and retail businesses. This area has been a port of entry for immigrants for years. As a result, Seward Park admits more than 500 new arrivals each year. More than half the school's scholarship winners reportedly were born outside the United States, and have been living here fewer than three years.

Most of Seward Park's students live in the immediate neighborhood, but nearly 20 percent commute from other boroughs. Ninety-six percent

of the school population is comprised of minority group students: 48 percent Hispanic, 35 percent Asian, and 13 percent black American. Forty-five percent are eligible for the free lunch program. Of the students tested, only 32 percent scored at or above grade level in mathematics and 26 percent in reading.

Table 1 presents data on languages used at home by the students.

TABLE 1

Home Languages of Students at Seward Park

Language	Number of Students	Percent Total Enrollment	Percent LEP[a]
English	717	17.3	None
Spanish	1,975	47.7	19
Chinese	1,448	35.0	16

[a]Students of limited English proficiency.

The two major home languages are Spanish and Chinese, which are used by 83 percent of the students. Of these students, 35 percent are classified as limited English proficient (LEP).

According to the principal, Seward Park has addressed the specific needs of LEP students for many years. Several years ago, Aspira of New York City initiated a program for Hispanic students that emphasized bilingual mathematics, science, and social studies. Later, the program was expanded to include Spanish language arts, culture courses, and

typing. From 1975 to 1980, the high school first received Title VII funds for a project serving Chinese LEP students. From 1981 to 1983, a similar program, Project Superemos, was funded to serve a target population of Hispanic students.

Project CABES supplements the school's instructional program with such Title VII services as paraprofessional assistance in bilingual content-area classes, development of bilingual curriculum in economics and American history, staff development activities for bilingual program personnel, counseling services for Hispanic LEP students, and administrative personnel for supervision and coordination activities. Another Title VII project provides similar services to the school's Chinese LEP students.

II. PROGRAM STUDENTS

The CABES target population includes some 250 tenth-, eleventh-, and twelfth-grade Hispanic students. All but 13 were born outside the mainland United States. Forty-four percent are from the Dominican Republic, 33 percent are from Puerto Rico, and the rest are from Mexico, Central America, and South America. Table 2 presents the 1983-84 program students by country of origin.

The language and academic skills of the target population are highly diversified, requiring individualized programming and grouping to give students optimal preparation. Literacy skills range from illiteracy in one or both languages to literacy in one or both. Only 28 percent of these students are at grade level for reading and mathematics combined.

Many of the LEP students are under-schooled and highly mobile. Several have been in school fewer years than their English-speaking counterparts, and others received little or no formal schooling in their countries of origin. Because of this heterogeneity, the project director requested and received approval from Title VII to modify the program, which had been originally targeted for eleventh and twelfth graders, so that some students who were 16 or over could enter it prior to the eleventh grade. This move aimed at diminishing the dropout rate. In spring 1984, most of the program students reported were in the tenth grade. Very few students were reported for grade twelve. In addition, the highest percentage of overage students was in grade ten (see Table 3). The program's focus, therefore, has been on age rather than grade level.

The numbers of male and female students reported were roughly equivalent in grades ten and twelve. There were almost twice as many male students as females in grade eleven (see Table 4). All program participants are reported to have had one or fewer years of bilingual education (see Table 5).

Hispanic students were placed in the program if they scored below the twenty-first percentile on the English Language Assessment Battery (LAB) but higher on the Spanish version of that test; were of low proficiency in Spanish and English but not new arrivals, as determined by a personal interview; or were new arrivals with little or no knowledge of the English language.

TABLE 2

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	83	33
Dominican Republic	110	44
Mexico	7	3
Honduras	1	Less than 1
Costa Rica	1	Less than 1
El Salvador	5	2
Panama	1	Less than 1
Colombia	4	2
Ecuador	17	7
Peru	2	Less than 1
Venezuela	3	1
Argentina	1	Less than 1
United States	13	5
TOTAL	248	100

- All program students are native speakers of Spanish.
- Almost half of the students were born in the Dominican Republic.
- Thirty-three percent of the students were born in Puerto Rico.

TABLE 3

Number of Program Students by Age and Grade

Age	Unknown	Grade 10	Grade 11	Grade 12	Total
15	6		0	0	12
16	18			0	41
17	24	23			63
18	35	20	15		76
19	13	11	9	3	36
20	9	3	2	3	17
21	4	0	0	1	5
TOTAL	109	83	43	15	250[a]
Overage Students					
Number		57	26	7	91
Percent		69	60	47	64

Note. Shaded boxes indicate expected age range for grade.

[a]Grade information was missing for 109 students.

- Sixty-four percent of the program students whose grades were reported were overage for their grade.
- The percentage of overage students decreased as grade level increased.

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TABLE 4

Number and Percent of Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
Un-known	62	57	47	43	109	44
10	46	55	37	45	83	33
11	28	65	15	35	43	17
12	8	53	7	47	15	6
TOTAL	144	58[a]	106	42[a]	250[b]	100

[a]percent of program students.

[b]Grade information was missing for 109 students.

- There were more males than females in the program.

TABLE 5

Time Spent in the Bilingual Program[a]

(As of June 1984)

Time Spent in Bilingual Program	Number of Students				
	Unknown	Grade 10	Grade 11	Grade 12	Total
Six Months	4	5	3	0	12
1 Academic Year	105	78	40	15	238
TOTAL	109	83	43	15	250[b]

[a]Rounded to the nearest year.

[b]Grade information was missing for 106 students.

- Two hundred and thirty-eight students (95 percent) were served in the program for one year.
- Only 12 students entered the program during the academic year.

III. PROGRAM DESCRIPTION

PROGRAM PHILOSOPHY

The philosophy for Project CABES follows that of all bilingual studies at Seward Park. The approach is transitional: LEP students take general content courses and a career component in their native language (Spanish) while acquiring English as a second language (E.S.L.) through an intensive sequence of courses. When the students have mastered the English language, they are moved into mainstream courses, which also include a career component. CABES personnel are strongly committed to helping students maintain their native culture and language while at the same time preparing them to deal with the realities of U.S. society by learning English and understanding the job market.

CABES' emphasis on employability skills may be a prime factor in keeping the attendance rate high (85 percent) and the attrition rate low.

LEP students are placed in three periods of intensive E.S.L. instruction a day as well as in content-area courses in Spanish. In addition, they receive a Spanish-language class daily, even after they have been mainstreamed. As students move through the content-area courses, the amount of Spanish is diminished and the amount of English increased in preparation for mainstreaming. The policy is to start using Spanish 100 percent of the time and then, over the two-year period, to shift gradually to 50 percent Spanish and 50 percent English.

The bilingual component includes a native language arts (N.L.A.) group of students who need to learn basic Spanish skills, and regular bilingual students, who take native language content courses, E.S.L. courses, and mainstream courses as their proficiency allows. The composition, programming, and differences between these groups were not made clear to the evaluation team, but the project director stated that this arrangement allows students to be better placed and given more individualized attention.

PROGRAM OBJECTIVES

The main goal of CABES is to offer LEP students intensive E.S.L. instruction while providing instruction in basic areas and career awareness to prepare them for entry into the job market upon graduation from high school.

Specific objectives for the various parts of the program for the first year of the three-year funding cycle included:

1. In E.S.L., students in beginning and intermediate classes (levels I and II) will master an average of one objective per month, and students in the advanced E.S.L. class (level III) will master an average of 0.5 objectives per month as measured by the Criterion Referenced English Syntax Test (CREST).

2. In native-language arts, students will show significant gains in Spanish language achievement as measured by the appropriate level of the Interamerican Series, La Prueba de Lectura.

3. In content-area courses, 70 percent of the students will achieve a passing grade of at least 65 percent in mathematics, science, and social studies as measured by teacher-made final examinations.

4. In the career advancement sequence, 70 percent of the students will achieve a passing grade of at least 65 percent:

   -- in typing speed and accuracy, punctuation, grammar, and vocabulary;

   -- in specific areas studied (such as labor history, labor laws, how to read the classified ads, how to complete a job application, how to write a resume and a cover letter, and what skills to acquire after being hired);

   -- in specific skills needed for each of the five career areas (health care, import/export, travel industry, bilingual banking, and technical translating and interpreting); and

   -- in specific clerical skills (storing, recalling and duplicating materials on the I.B.M. electronic typerwriter), as measured by teacher-made examinations.

5. In staff development, 80 percent of program staff will participate in in-service training; 50 percent will attend college courses; and all staff will attend two professional conferences or workshops, as measured by records of attendance.

6. In parental involvement, at least 25 parents of program students will participate in program and school meetings; 40 percent of the parents will participate in cultural enrichment activities; at least 30 parents will attend adult E.S.L. classes and/or survival skills workshops; and all parents will receive two issues of the program newsletter.

A further objective was that program students' attendance, drop-out, and suspension rates would not differ significantly from mainstream students, as measured by school and program records.

ORGANIZATION, PERSONNEL, AND FUNDING

The project is administered by an acting program director. It is supervised by Seward Park's bilingual/E.S.L. core dean who devotes 40 percent of her time to the project because of the large number of students and their programming needs. The content-area course teachers are supervised by the assistant principals for their specific areas.

In addition to her administrative duties, the project director is responsible for overseeing the work of the resource and curriculum specialists and the bilingual paraprofessionals.

The paraprofessionals give individual and small-group help to CABES students and translate from English to Spanish. The resource and curriculum teachers develop and implement curriculum for project students, and the bilingual guidance counselor provides all types of counseling.

The project staff members provided by Title VII include two resource specialists, a curriculum specialist, and five bilingual paraprofessionals. Tax-levy funds support the project director, a language core dean, and a bilingual counselor.

Table 6 identifies the funding sources for the non-instructional components of Project CABES.

TABLE 6

Funding of Non-Instructional Program Components

Function	Funding Source(s)	Personnel	
		Title	Percent of Time
Administration & Supervision	Tax Levy	Acting Project Director	100
Curriculum Development	Title VII	Resource Specialist	100
		Resource Specialist	100
		Curriculum Specialist	100
Supportive Services	Tax Levy	Counselor	100
	Title VII	Language Core Dean	40
		4 Paraprofessionals	100
Secretarial & Clerical Services	Title VII	Paraprofessional	100

STAFF CHARACTERISTICS

The eight content-area teachers have an average of 15 years of general teaching experience and five years of bilingual teaching experience. The five paraprofessionals have an average of three years of combined general and bilingual experience.

Three of the eight teachers have bachelor's degrees and five have master's degrees. All have New York City licenses in the appropriate areas. Two of the paraprofessionals have bachelor's degrees and are seeking graduate degrees; two are working on bachelor's degrees.

Appendix A presents detailed information on staff characteristics.

IV. INSTRUCTIONAL COMPONENT

OVERVIEW

According to the Title VII proposal, Project CABES "...emphasizes the acquisition of English language skills, academic achievement through the native language and career awareness and preparation for the world of work." Prior to this program LEP students had been excluded from career advancement courses at Seward Park because of their LEP status. The principal aim of CABES, therefore, is to provide career awareness content courses in the native language so that when students achieve proficiency in English, they can continue on in the vocational area. Many LEP students have not been exposed to the world of work in the United States or the procedures for applying for jobs, taking interviews, and so forth.

Major components of the Project CABES instructional program are intensive E.S.L., content-area courses in mathematics, history, science, and native language arts. The career sequence, which is part of the content-area instruction, includes typing, employability skills, labor law, word processing, and careers workshops.

According to the project director, all program participants take native-language content courses together with intensive E.S.L. in order to become part of the mainstream as soon as possible. It should be pointed out, however, that the major thrust of CABES, in contrast to other bilingual services at Seward Park, is the focus on career awareness for students who opt for this concentration rather than the academic program.

Following are sample programs representative of the course of study followed by CABES students.

TABLE 7

Sample Programs of Project CABES Students

Period	Fall Course	Spring Course
11th Grade		
1	Writing Improvement I	Writing Improvement I
2	Bilingual Typing I	Bilingual Typing 2
3	Spanish 5 (N.L.A.)	Bilingual Employability Skills
	H O M E R O O M	H O M E R O O M
4	Global History 3	E.S.L. 6
5	9MC (Beginning Algebra)	American History I
6	L U N C H	L U N C H
7	Communication Arts (E.S.L. 5)	Intermediate Algebra
8	Physical Education	Physical Education
9	Biology 1	Biology 2
10	-	Spanish 6 (N.L.A.)
12th Grade		
1	ESL 7	English 8
2	Bilingual Careers Workshops	Bilingual Word Processing 2
3	Bilingual Word Processing 1	Career Education Elective
	H O M E R O O M	H O M E R O O M
4	Spanish 7 (N.L.A.)	Economics
5	American History 2	Computer Math
6	Geometry	L U N C H
7	L U N C H	Medical Lab Techniques 2
8	Medical Lab Techniques 1	Spanish 8 (N.L.A.)
9	English 7 (for speakers of Spanish)	Physical Education
10	Physical Education	E.S.L. 8

PLACEMENT, PROGRAMMING, AND MAINSTREAMING

After completing the selection process, all CABES students receive academic guidance from the bilingual counselor, who assists in planning their programs based on language and academic skill levels. Although students are placed in CABES based on language proficiency only, a determination of which content-area courses are appropriate is based on placement exams in each academic department.

Mainstreaming of students is a primary aim. To faciliate mainstreaming, the project places students in an intensive, three-period-a-day E.S.L. program that stresses English translation and in content-area courses that introduce concepts in English. Even after students are fully mainstreamed, they may choose to take bilingual electives or courses with bilingual paraprofessionals. The students continue working with the bilingual counselor throughout their high school years. Follow-up is maintained by the guidance counselor and the project director, who are in close contact with students to monitor their progress.

E.S.L. COURSES

E.S.L. course offerings are divided into three major categories: four levels of E.S.L. focusing on speaking, listening, reading, and writing; two levels of writing improvement to prepare students for the R.C.T. tests; and four levels of a supplementary reading and communication arts sequence to review and reinforce any English skills that LEP students may still lack. Appendix B lists the E.S.L. courses for fall and spring of the 1983-84 school year. All classes met five periods a

week except E.S.L. I and II, which met ten periods a week. All courses were conducted in English.

In an E.S.L. level I class observed by a member of the evaluation team, the English-only policy was adhered to for all aspects of the lesson. The students were on-task throughout the entire lesson. The teacher used a whole-group method of instruction and paced it in such a way that there was always instruction going on. Rapport between teachers and students was excellent. One technique used by the teacher to keep the students' attention and to show her empathy with their struggle to learn a new language was her own attempt to speak and write words in both Cantonese and Spanish.

In the lesson, students read a story and then answered questions on the board. A paraprofessional was present and worked with individuals as needed, checking homework and explaining concepts. The students appeared eager to learn English. The atmosphere was cooperative, with no cross-cultural tensions.

According to the E.S.L./bilingual supervisor, there are approximately 800 LEP students at Seward Park High School, which accounts for the extensive course offerings in this area. She said that attendance was good, there were few disciplinary problems, and that E.S.L. students and teachers were highly motivated. This supervisor works with the project director in coordinating activities, observes teachers, and provides in-service training.

CONTENT-AREA COURSES

Subject-area instruction for Project CABES includes two major components: the regular academic and career awareness cores. These courses initially use the native language because program students arrive with little knowledge of English. As previously stated, many of the CABES students are classified "N.L.A.," which, according to the project director, differentiates them from other bilingual LEP students and indicates that they need individualized attention in basic skills to achieve mainstreaming.

Course offerings for project students during the first year include beginning algebra, biology I, typing, and employability skills. The second year's sequence includes geometry, chemistry or medical laboratory techniques, American history, bilingual careers workshops, and bilingual word processing.

Appendix C presents the content-area courses for fall and spring, 1983-84, along with the average register and the ratio of Spanish/English used in the class. All classes meet five periods a week except two biology classes and one general science class, which meet six periods a week. All have paraprofessional assistance except the biology classes, which are taught by a Hispanic teacher. Appendix D lists the specialized elective courses for fall and spring 1983-84 in which at least five program students were enrolled, along with the average register. All classes met for three and a half hours per week.

Five content-area classes were observed by a member of the evaluation

team: typing I, N.L.A. mathematics, job skills II, advanced algebra, and science I. The average register for these classes was 22, and the average attendance was 18 (82 percent).

The typing class was conducted exclusively in English, although a paraprofessional was present to translate what the teacher said and to explain concepts. The lesson dealt with a warm-up exercise and a timed letter. The students appeared to be relaxed and to enjoy the class, even though only two or three were able to complete the work. The teacher explained that more equipment and more simplified materials were needed to lower the students' frustration level.

In the job skills class, the language of instruction was Spanish. The class opened with a quick review of "necessary skills for completing a job interview." Then the teacher held a mock interview with a student and gave the class a homework assignment to fill out an evaluation form regarding the interview they had just witnessed. The environment created by the teacher was formal as required in entering the job market. The support was excellent, and the teacher constantly stressed language usage.

The N.L.A. mathematics class dealt with reducing a fraction to a common denominator. The teacher, although of limited proficiency in Spanish, wrote all the concepts and assignments in Spanish and, with the assistance of a paraprofessional and the students themselves, presented most of the lesson in Spanish. The students were actively engaged and appeared to appreciate their teacher's attempts to communicate in their language. The lesson closed with a review of a unit test. Scores were high, with a majority in the 80's and 90's.

The advanced algebra class was conducted in English. The lesson dealt with the zero product principle. The students appeared to be fluent in English, although a paraprofessional worked with a few individuals in translating concepts into Spanish when necessary. While the students seemed to grasp the material, the teacher said they had difficulty passing tests on the concepts. He attributed it to peer pressure and test anxiety.

The science I class was conducted in English by the teacher and translated into Spanish by the paraprofessional. The lesson was a review of sound production. Most students had difficulty understanding the concepts in English but a few knew the answers in English and became restless waiting for the translation. The paraprofessional did an excellent job with the technical terms. Nevertheless, valuable time seems to have been lost in doing so much translation, especially since students were working from English texts and hand-outs.

NATIVE LANGUAGE COURSES

Program CABES offers four levels of basic Spanish courses as well as several courses in advanced Spansish. The unique offering, Spanish N.L.A., is for native speakers whose education was interrupted in their countries of origin. Appendix E lists the native language classes offered to project students for fall and spring, 1983-84, along with the average register. All classes met five periods a week.

A member of the evaluation team observed the Spanish N.L.A. class. Students were reading a Spanish story aloud and answering guided questions about it. The environment was conducive to learning, and the teacher demonstrated excellent rapport with the students.

OTHER COURSES

The project director explained that some project students take mechanical drawing, jewelry design, woodwork, and other vocational courses with mainstream students. A member of the evaluation team observed a mechanical drawing course with two CABES students enrolled. According to the teacher, these two students were doing "A" work.

V. NON-INSTRUCTIONAL COMPONENT

The non-instructional aspects of Project CABES include curriculum and materials development, supportive services, extracurricular activities, parental involvement, and staff development.

CURRICULUM AND MATERIALS DEVELOPMENT

Curriculum development activities during the 1983-84 academic year focused on materials for economics and American history. In addition, a number of units were developed in job skills and typing. Two CABES staff members work in curriculum development. In addition, all teachers working directly with CABES develop and modify materials based on students' needs.

A per-session curriculum specialist has been working on making Spanish curriculum materials for economics and American history as comprehensive and up-to-date as those in English. One problem is that even when good materials are found in Spanish, they usually are geared to native speakers rather than to the target population in the United States.

Materials being adapted into Spanish include Economics for Everyone/ Economia para Todos and Exploring our Nation's History/Historia del Pueblo de E.E.U.U. One recommendation made by the curriculum specialist is to have in-service workshops on the use of these materials by para-professionals and teachers to ensure their effective use in the classroom.

SUPPORT SERVICES AND EXTRACURRICULAR ACTIVITIES

Detailed information regarding the support services provided to CABES students is included as Appendix F. These services cover the general areas of counseling, referrals, career/vocational counseling, tutoring, parental involvement, training, and family contacts.

There are numerous extracurricular activities including the Latin-American Festival, Career Day, C.B.S. Adopt a School Program, bulletin boards, and art work created by students. There is a bilingual newsletter, "Nuestra Voz," with articles, poems, and cover design all done by CABES students. There is also a club for program students which the project director believes is crucial for maintaining their active involvement. The club sponsors many of the cross-cultural activities at Seward Park.

PARENTAL INVOLVEMENT

Parents are involved in many aspects of CABES, according to the principal and project director. There are periodic parents' meetings, E.S.L. classes, and survival skills classes. Parents also participate in cultural activities (they made food and costumes for the festival, for example) and visit classrooms throughout the year. The parents are kept abreast of CABES objectives through phone calls and letters. In addition, parents belong to the Bilingual Advisory Council established by the program.

Although the program proposed specific rates of participation for parents in these activities, attendance data were not provided. Therefore, the program objective could not be assessed.

STAFF DEVELOPMENT

Staff development activities included monthly departmental meetings (see Appendix G for agendas) and five in-service workshops/lectures for paraprofessionals. Topics discussed at these sessions included bilingual fundamentals, vocational and business schools, and the Institute EuroAmerica Translation Service. The project director attended the New York State Association for Bilingual Education, National Association for Bilingual Education, and technical assistance workshops for proposal writers.

One professional took a course at Brooklyn College in reading instruction. Two paraprofessionals took literature, sociology, and education courses at Hunter College.

The non-instructional component of Project CABES appears adequate in terms of curriculum and materials development, extracurricular activities, and parental involvement. However, the staff development component seems to lack appropriate in-service workshops for all personnel involved with CABES students. Also proposed levels of staff university enrollment were not achieved.

VI. FINDINGS: STUDENT ACHIEVEMENT, ATTENDANCE, AND DROPOUT

The following section presents the assessment instruments, procedures, and results of the evaluation of the attainment of program objectives.

ACQUISITION OF ENGLISH SYNTAX

The objective in this area calls for students in E.S.L. classes to master one objective per month on Levels I and II of the Criterion Referenced English Syntax Test (CREST) and 0.5 objectives per month on CREST Level III.

The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pretest and posttest are computed to represent the gain score, and an index which represents the number of objectives mastered per month is computed by dividing the mean gain by the average months of treatment. Extensive information on CREST objectives and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

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*Board of Education of the City of New York, Division of High Schools, 1978.

The CREST was administered at the beginning and end of both the fall and spring semesters. Table 8 presents the test results for students who were pretested and posttested with the same test level during each semester.

Data were available for 81 students in the fall and 73 students in the spring semester (approximately one-half of the students who were reported to be taking E.S.L.). Examination of Table 8 reveals that overall, students tested on all levels of the CREST exceeded the program objective during both the fall and spring semesters with an average mastery of 1.4 objectives per month.

For students tested at Levels I and II, the objectives mastered per month were higher during the spring term. Students who were tested on Level III did far better during the fall term, when the number of objectives mastered per month was nearly three times the program objective.

TABLE 8

Results of the Criterion Referenced English Syntax Test

(Program Students Pretested and Posttested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered[a]	Objectives Mastered Per Month
			Fall		
I	22	8.2	12.8	4.6	1.5
II	24	11.0	15.1	4.1	1.4
III	35	6.8	10.6	3.8	1.3
TOTAL	81	8.4	12.5	4.1	1.4
			Spring		
I	29	8.4	13.4	5.0	1.7
II	15	11.8	16.7	4.9	1.6
III	29	7.8	9.8	2.0	0.7
TOTAL	73	8.9	12.7	3.8	1.3

[a]Posttest minus pretest.

- In the fall, students mastered an average of 1.4 CREST objectives per month; CREST mastery in the spring was 1.3 objectives per month.
- Students at all CREST levels met the program objectives both semesters.

NATIVE LANGUAGE READING AND COMPREHENSION

It was proposed that, as a result of participating in the program, students would show statistically significant posttest gains on the Prueba de Lectura, Level 3 (a vocabulary and reading comprehension test). The Prueba de Lectura* is part of the Interamerican Series of Tests published by the Guidance Testing Associates to evaluate achievement in Spanish for Spanish-speaking students from the Western hemisphere. Test items were selected for cultural relevance to both Anglo and Hispanic cultures. The Prueba de Lectura, Forms CE and DE, level 3 corresponds to grades four through six. However, the publishers recommend that local norms be developed for tests.

The Prueba de Lectura was administered in the fall and spring. The pretest and posttest raw score means and standard deviations are presented in Table 9. Statistical significance was determined through the application of the correlated t test model to demonstrate whether the difference between pretest and posttest mean scores is larger than would be expected by chance.

Complete pretest and posttest data were available for only 102 program students (41 percent of the total); of these, grade level data were available for 64 students.

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*Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

As seen in Table 9, the program objective was not achieved. Overall, students showed a slight gain in native language achievement, but it was not statistically significant.

TABLE 9

Native Language Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores of Program Students with Full Instructional Treatment on the Prueba de Lectura, Level 3, by Grade

		Pre-Test		Post-Test			
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Effect Size
Un-known	38	50.7	20.5	51.2	18.3	0.5	0.1
10	26	42.0	20.2	46.2	22.3	4.2	0.4
11	25	56.3	16.6	54.8	15.4	-1.5	-0.2
12	13	58.8	16.8	57.9	14.4	-0.9	-0.2
Total	102	50.8	19.7	51.7	18.5	0.9	0.1

ACHIEVEMENT IN MATHEMATICS, SCIENCE, SOCIAL STUDIES, AND VOCATIONAL COURSES

As a result of participating in the program, 70 percent of the students were to achieve a passing grade of at least 65 percent in mathematics, science, and social studies on teacher-made examinations. In addition, the program proposed that 70 percent of the students would achieve passing grades on teacher-made exams in the career advancement sequence.

Table 10 presents the passing rates for program students enrolled in mathematics, science, social studies, and career advancement courses in the fall and spring. The overall passing rates in mathematics classes were 70 percent in the fall and 31 percent in the spring. The overall passing rates in science courses were 48 percent in the fall and 39 percent in the spring. The overall passing rates in social studies courses were 86 percent in the fall and 73 percent in the spring. Finally, the overall passing rates in the career advancement series were 83 percent in the fall and 75 percent in the spring.

Overall, the program objective was achieved for three of the four course offerings in the fall semester and for two of the four course offerings in the spring.

TABLE 10

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area and Vocational Subjects

Content Area	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total[a] N	Total[a] % Passing
Fall								
Mathematics	55	67	21	86	-	-	116	77
Science	24	38	3	33	1	100	50	48
Social Studies	42	86	18	94	4	100	106	86
Career Advancement[b]	7	71	-	-	-	-	12	83
Spring								
Mathematics	53	42	8	0	-	-	106	31
Science	31	42	9	33	-	-	69	39
Social Studies	29	66	10	80	-	-	56	73
Career Advancement[c]	32	72	17	77	5	80	91	75

[a]Totals include students for whom grade level was not reported.

[b]Includes career orientation only.

[c]Includes career orientation and typing accuracy.

- There was an overall decline in math and social studies passing rates from fall to spring.
- Most students for whom passing rates were reported took math and were in grade 10.
- The program met its objective of 70 percent passing in three of the four course offerings in the fall and for two of the course offerings in the spring.

ATTENDANCE AND DROPOUT RATES

Program objectives called for program students to demonstrate attendance, dropout, and suspension rates which would not differ significantly from that of the mainstream students. Attendance rates for program students are presented in Table 11 by grade. The overall program attendance rate (91 percent) was 24 percentage points higher than the school-wide attendance rate (68 percent). A z-test* ($z = 5.5$) for the significance of a proportion indicated that the difference in attendance rates is statistically significant. Thus the program objective was surpassed.

As dropout and suspension information were not provided, the program objective in these areas could not be assessed.

TABLE 11

Attendance Percentages of Program Students

Grade	Number of Students	Mean Percentage	Standard Deviation
10	71	88.6	13.3
11	39	94.5	5.9
12	15	95.6	6.1
TOTAL	125	91.3	11.2

*Bruning, James L. and Kintz, B.L., Computational Handbook of Statistics, 1968, page 197.

VII. CONCLUSIONS AND RECOMMENDATIONS

Evaluation of Project CABES for 1983-84 showed that the objectives were followed in accordance with the modified Title VII proposal.

Several areas of strength were observed by the evaluation team. These included concern and dedication to the students on the part of all personnel working with them; an environment conducive to learning, with brightly decorated rooms bearing evidence of the students' active involvement in the learning process; an atmosphere of acceptance and good rapport between teachers and students; experienced bilingual paraprofessionals working with classroom teachers and CABES students; an attempt on the part of program personnel and others to learn about the students' language/cultures and use this knowledge in the classroom; an attempt on the part of the administration to provide necessary resources and support for the project; and a general commitment to bilingual/multicultural education at Seward Park High School.

In the instructional areas, students were able to achieve proposed objectives in E.S.L., fall mathematics courses, and social studies and career advancement classes in both semesters. Tenth graders also met the objective in native language arts. In addition, program students exceeded the proposed objective for attendance.

The evaluation team submits the following recommendations for the project's consideration:

1. In-service training should be provided in language use and attitudes, cultures in contact, and E.S.L./bilingual instructional strategies.

2. The paraprofessionals should be used more fully to offer individual and small-group instruction beyond their present role as translators in content-area classes. A tutorial learning center might be created to assist program students with special needs.

3. The program should provide all data needed to assess the evaluation objectives proposed.

4. The Native Language Arts classification of some CABES participants might be changed to some more neutral term to avoid labeling this subgroup in a way which students may perceive as stigmatizing.

VIII. APPENDICES

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APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staffs

Function	Percent Time Spent in Each Function	Date of Appt. to Each Function	Education (Degrees)	Certification	License(s)	Total Yrs. Experience Education	Years Experience Bilingual	Years Experience E.S.L.	Years Other Relevant Experience
Acting Project Director	100	2/84		T.P.D.	Spanish D.H.S.				
Curriculum Specialist	100	9/84	B.A./M.A. Span. Lang/Lit	T.P.D.	Spanish D.H.S.	3 1/2	2		4
Resource Specialist	100	2/84	B.A./M.A. Span. Second. Ed.	T.P.D.	Spanish D.H.S.				
Resource Specialist	0	2/82	B.A./M.A. (60 cr.) in Bil. Ed.		Spanish D.H.S.	12	9		15
Language Core Dean	80 tax levy/ 20 bil.			T.P.D.	Fine Arts D.H.S.				
Teacher	60/40		M.A. Mathematics		Math D.H.S.	21	2		
Teacher			B.S. Math Education		Math D.H.S.	17	2		
Teacher	Bil. 60/40		B.S./M.A.		Bio. & Gen. Sci. D.H.S.	15	15		
Teacher	Bil. 20/80		B.S./M.A. in Bio. & Gen. Sci.		Bio. & Gen. Sci. D.H.S.	23	2		
Teacher			B.A. + 60 credits		Math D.H.S.	13	8		
Educational Assistant	100	9/8_		N.A.		2 1/2	2 1/2		
Educational Assistant	100	2/84	125 credits	N.A.		3 mos.	3 mos.		
Educational Assistant	100	3/8_	7 credits	N.A.		2	2		
Teacher		2/84	B.A./History	N.A.		7	7	1 1/2	
Teacher	100	3/8	B.A./Spanish Lit.	T.P.D.	Spanish	2	2		

APPENDIX B

Instruction in English as a Second Language and English Reading

Course Title and Level[a]	Number of Classes	Average Register		Class Periods Per Week	Paraprofessional Assistance	Curriculum or Material in Use
	Fall & Spring	Fall	Spring			
E.S.L. I	3	22	24	10	Yes	Lado Book I
E.S.L. II	5	22	22	10	Yes	Lado Book II
E.S.L. III	5	26	25	5	Yes	Lado Book III
E.S.L. IV	8	24	22	5	Yes	Lado Book IV
R.C.A. 1	2	33	36	5	No	Everyday English Book I
R.C.A. 2	4	24	22	5	No	English With A Smile Book I
R.C.A. 3	3	34	35	5	No	English With A Smile Book I
R.C.A. 4	4	35	36	5	No	English With A Smile Book II
N.L.A. E.S.L. Spanish	1	21	15	5	Yes	English For Today Book I
Writing Improvement 1	7	25	26	5	Yes	Composition Practice Book I
Writing Improvement 2	5	24	24	5	Yes	Writing Power

[a]All classes were exclusively for program students.

APPENDIX C

Bilingual Instruction in Subject Areas[a]

Course Title	Average Register		Percent of English Used for Instruction		Percent of Materials in Native Language	
	Fall	Spring	Fall	Spring	Fall	Spring
9 MA			70	75	100	100
9 M B/C			70	75	100	100
PA 1			40	75	50	50
PA 2			40	75	50	50
N.L.A. Math			30	-	50	-
General Science 17	22	27	20	50	75	50
General Science 27	19	23	30	30	60	60
Biology 17	18	23	50	20	50	75
Biology 27	18	-	80	-	20	-
Global History 17			30	30	50	50
Global History 27			30	30	50	50
Global History 37			30	30	50	50

[a]All classes were exclusively for program students and used materials that corresponded to the mainstream curriculum.

APPENDIX D

Specialized Courses

Course Title	Number of Classes		Average Register		Paraprofessional Assistance
	Fall	Spring	Fall	Spring	
Job Skills I[a]	1	1	19	29	No
Job Skills II[a]	-	1	-	28	Yes
Typing I[a]	-	2	-	57	Yes
Typing II[a]	-	1	-	22	Yes
Business Machine Repair	5	3	15	51	No
Wood Shop I	3	1	26	52	No
Wood Shop II	2	2	23	34	No
Wood Shop III	2	1	23	11	No
Wood Shop IV	1	1	3	2	No
Wood Shop V	1	1	3	2	No

[a]Class was exclusively for program students.

APPENDIX E

Instruction in the Native Language

Course Title*	Number of Classes		Average Register		Curriculum or Material in Use
	Fall	Spring	Fall	Spring	
Spanish N.L.A.	1	1	9	11	Teacher-made materials
Spanish 37/47	1	1	36	16	Segunda Vista
Spanish 5/5N	2	1	38	41	El Español Al Dia Book 3
Spanish 6/6N	1	2	42	27	El Español Al Dia Book 3
Spanish 8/8N/9N/10N	-	1	-	32	Galería Hispánica
Spanish 7/7N	-	1	-	24	Vivir Hoy
Spanish 1	9	4	31	34	Nuestros Amigos
Spanish 1A	1	-	27	-	Teacher-made materials
Spanish 2	2	7	31	33	Nuestros Amigos
Spanish 3	5	1	32	16	El Mundo de la Juventud
Spanish 4	1	4	37	24	Segunda Vista
Theater	1	-	27	-	Drama Course

*Do not use school codes.

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APPENDIX F

Support Services Offered to Program Students

TYPE OF SERVICE	DESCRIPTION	STAFF PERSON(S) RESPONSIBLE	FREQUENCY OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED
COUNSELING	Each student is interviewed once a term to select a program for the following term.	Bil. guidance counselor and college advisor	Minimum of once a term and as necessary	English and Spanish
	Students are encouraged to come to their counselor with any personal problems they may be facing.	"		"
	Groups are held on a weekly basis geared to career orientation.	"		"
	College advisement is also available to all seniors, and includes academic and financial information.	"		"
REFERRALS	C.O.H., Health Coord., College Office. Gouveneur & Bellevue University Settlement, Youth Service League, Solidaridad Humana	Bil. guidance counselor	Whenever necessary, depending on individual student needs	"
CAREER/VOCATIONAL	Students needing jobs are tested and placed in part-time positions.	New York State Employment Office	Students who are in need of part-time jobs can report whenever they wish.	English
	Career group held each Friday. Interest Inventory given and reviewed. Tools such as Occupational Outlook Handbook are used in teaching students to research different careers.	Bil. guidance counselor	Once a week	Spanish and English
	Each student is individually interviewed each term. Career choices reviewed and subjects given accordingly.	"	Minimum of twice a year	Spanish and English
TUTORING	Tutoring in Math and E.S.L.	Bilingual paraprofessional	Daily	Spanish and English

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APPENDIX F (Cont.)

Support Services Offered to Program Students

TYPE OF SERVICE	DESCRIPTION	STAFF PERSON(S) RESPONSIBLE	FREQUENCY OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED
FAMILY CONTACTS	Home visits are made by the Chapter I family assistant.	Bil. guidance counselor makes referrals. Family assistant visits the home.		
	Verification of absences, grades, suspensions, hearings.	Family assistant	Over 200	Spanish
	Mail letters inviting parents to come to school to discuss grades. Appointments for hearings.	Bilingual paraprofessional	30	
	Calls to inform parents regarding grades, open school nights, suspension hearings, notification of illness (in school).	Bilingual office	Calling about grades three times a year. Open school nights two times a year. Suspension hearings - 10 calls. Illness in School - 8 calls.	
PARENT EDUCATION TRAINING, AND INVOLVEMENT	E.S.L.	E.S.L. resource specialist	Twice a week	English and Spanish
	Survival Skills	Career education resource spec.	Once a week	Spanish

APPENDIX G

DEPARTMENTAL MEETING
SEWARD PARK HIGH SCHOOL
SPANISH BILINGUAL PROGRAM
Dr. Noel N. Kriftcher, Principal
October 24, 1983

AGENDA

I. Instructional Issues:

A. Number of Students To Be Served By The Program

B. Paraprofessionals Assignments

C. NLA Class

D. Status of the Latin American History Class

E. Typing Class and Career Workshop Class

II. Extracurricular Activities:

A. Club Activities

B. Contributions for Nuestra Voz

III. Parental Involvement:

A. Newsletter

B. First Parent Meeting

IV. Guidance:

A. OPEN

V. Good and Welfare

November 14, 1983

AGENDA

I. Instructional Issues:

A. New Diploma Requirements

II. Extracurricular Activities:

A. Latin American Club

B. Latin American Festival

III. Parental Involvement:

A. Nuestra Vos

IV. Guidance:

A. OPEN

V. Administrative Issues:

A. Office Procedures

VI. Good and Welfare

December, 1983

AGENDA

1. Typing, Employability Skills and College/Job Survival Class.
2. Administrative Issues-Office Work.
3. Christmas party - Parents and Staff.
4. Latin American Festival.
5. Guidance
6. Good and Welfare.

January 23, 1984

AGENDA

I. Administrative Issues:

A. Welcome

B. December Accomplishment

C. Deadlines

II. Extracurricular Activities:

A. Latin American Festival

February, 1984

AGENDA

I. Instructional Issues:

A. Welcome to New Staff Member
B. Schedules Professional and Paraprofessional
C. Classes to be offered next semester
D. Program status.

II. Extracurricular Activities:

A. Latin American Festival

III. Parental Involvement:

A. Parents' Meeting

IV. Guidance:

A. Programming

V. Good and Welfare

February 8, 1984

AGENDA

I. Instructional Issues:

A. Status of program classes
B. Probation Cutting Cards

II. Administrative Issues:

A. Welcome-New Members
B. New Staff members job description
C. Procedures to be followed in case of a teacher's absence.

III. Parental Involvement:

A. Parents' classes in ESL and Survival Skills

IV. Latin American Club:

A. Latin American Festival

V. Good and Welfare

March 5, 1984

A G E N D A

I. Instructional Issues:

A. Approval from Washington regarding the hiring of additional personnel.
B. The Job Skills II class
C. Evaluation 1984

II. Extracurricular Activities:

A. Latin American Festival

III. Guidance:

A. OPEN

IV. Administrative Issues:

A. The Prueba de Lectura
B. Planning for next semester
C. Office Procedures

Minutes: Theresa Coronel

SEWARD PARK HIGH SCHOOL
SPANISH BILINGUAL PROGRAM
Dr. Noel N. Kriftcher, Principal
April, 1986

A G E N D A

I. Instructional Issues:

A. Career Day
B. Visit of Borough Superintendent
C. Programming for September

II. Evaluation:

A. Evaluation will take place in May

III. Administrative Issues:

A. Consultative Council
B. Clean Up Program

IV. Professional Topic:

A. Program Image

V. Guidance:

A. Open

VI. Good & Welfare